NGO PARTICIPATION IN ELEMENTARY EDUCATION: AN ANALYTICAL STUDY

A Research Proposal
submitted to
LOVELY PROFESSIONAL UNIVERSITY
in partial fulfillment of the requirements for the award of degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

Submitted by:
Sanjay Chandwani

Supervised by:
Dr. Ananda Padhan

FACULTY OF EDUCATION AND HUMANITIES
LOVELY PROFESSIONAL UNIVERSITY
PUNJAB

1. INTRODUCTION OF THE PROBLEM

In the present time the whole world is moving towards modernization, industrialization and globalization. Many advanced countries have moved fast in this direction using education as a key tool in the process, whereas developing countries are still preparing to move on their lines. The development of the whole world will take place only if the developing countries develop their educational systems. A large proportion of Indian populations live in conditions of poverty and illiteracy. Education, in any form needs to be provided to them for improving their quality of life.

The Kothari Commission (1964-66) recommended education for life and education for all. The New Education Policy (1986) further emphasized on Universalization of Elementary Education (UEE), but the demand remain unfulfilled. The education scenario in India reveals that in spite of a network of 6.5 lakh schools and colleges and employment of over 3 million teachers, we have not been able to achieve universal education for the children up 6 to age of 14.

The Dakar Framework for Action: Education for All (2000) reiterates that "Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency."

The need of the hour is that elementary education should be universalized, secondary education should be vocationalized and higher education should be expanded. Discussion on universalization of elementary education had been a talk of policy makers even before independence. However the Britishers kept the policy deliberately postponing it. In this regard Mahatma Gandhi framed his policy of Basic Education in 1937 and drew a plan to educate all the children of age group of 6-14 years. This can be said to be the first proper scheme towards its universalisation. Through many plans had been made to implement this scheme, special concentrated efforts were made after independence only. According to our Constitution which was adopted in 1950, this activity was to be completed within a time period of ten years. The target kept on changing in every five-year plan. The Sarva Shiksha Abhiyan (SSA) implemented in 2002 fixed the target of

achieving this goal by 2010. Despite may policies focusing upon its achievement, still we are far behind the goal.

One of the main problems in failing the target achievement is financial handicap of the government. The expenditure on education India, according to the recommendation of Kothari Commission (1964-66), was to spend 6% of the GDP. But still after 60 years, we are moving around the figure of 4% only. The economic betterment of the poorer sections cannot be achieved without social transformation involving structural change, educational development, growth in awareness and change in outlook, motivation and attitudes. The social framework should be such as to provide opportunities for the poorer sections to display initiative and to stand on their feet.

There are mainly three types of schools dealing with elementary education in India viz. Governmental, Private and NGO. As far as government is concern, they make schemes of Elementary Education but forget to give definite shape to it and are accused of inefficiency and non-responsive behavior. Private sector driven by profit, prices itself out of the reach of the poor. The voluntary sector is perceived to be motivated by altruism, making it a suitable catalyst for promoting sustainable development of poor in rural areas. So NGOs can help the government implement its policies and in achieving UEE.

NGO approach to development is based on the principle of people's participations. NGOs are increasingly gaining attention and are looked upon as alternative agencies in promoting awareness, change and development in society. They are extensively involved in alleviating the poverty and promoting sustainable and equitable development. They are in a position to provide social services to different sections of the society where as the state fails to provide such services.

In recent years, NGOs have emerged as key players in social development in the country by supplementing government efforts. Many a times, they have involved themselves as important stakeholders in various social development programmes. Having efficient and participatory service delivery systems, they have been instrumental in promoting and supporting education delivery, healthcare, literacy, poverty alleviation through sustainable development, rehabilitation, women and child care, human development, environmental protection, HIV/AIDs support programmes, agriculture extension services, etc.

A few examples will illustrate the contribution that the size and reach of NGOs can make to ensuring human security. In Bangladesh, which houses one of the world's largest NGO sectors, two local NGOs alone work with a client-base of roughly seven million people. The first, BRAC, has core programs in rural and urban development, education and health in all 64 districts of the country, and reaches more than 50,000 villages. Over one million children attend its' schools and it provides paid employment to 60,000 people (BRAC Annual Report 1999).

The inherent strengths of some of the effective NGOs are – willingness to work in remote areas among the depressed classes, ability to set in motion participatory process in identification of the need, the design and implementation of programmes, the readiness to mobilize and use local resources, a non-hierarchical approach in working with people, cost effective service delivery, freedom from red tape and freedom to innovate. They have been instrumental in creating awareness and implementing development programmes in agriculture, watershed development women's empowerment, education heath and family welfare. They are the representatives of the alternative modes of development.

With governments requiring additional support to fulfill their commitments to society, NGO participation enables them to reach out to the most vulnerable sections of the society. NGOs also prefer a role that is markedly different from that of the government. Most of them have focused on areas neglected by the latter. While most government initiatives have been on the supply side of education, several NGOs have made efforts to work with communities and improve the demand for education. However a majority of them see themselves in a supportive role for creating a facilitative environment for learning. Some of the thrust focus areas by NGOs in Education are:

- NFE (Non-formal Education) for working children who do not attend school
- Promoting literacy
- Creating teaching-learning resources
- Teacher training
- Empowerment of community
- Enrolment and reeducation of dropouts
- Improvement of pedagogic techniques
- Implementing midday meal scheme

- Improvement of school infrastructure

Despite the presence of many NGOs, a majority of the states do not have a declared or a clearly defined policy on their involvement in the education sector. This has naturally led to some of them trying to influence government policies. Transparency, accountability and regular social audit need to be considered as criteria for allowing them to work in sensitive social sectors like education.

Since the government alone could not achieve the goal of Education for All (EFA), it was felt that the collaboration of voluntary organizations, the community and NGOs was necessary, especially in the area of access, retention and achievement. The Government of India laid emphasis on implementation of non-formal education through local and national NGOs as well as other voluntary agencies. It viewed NGOs as vibrant partners in the process of moving towards the goals of education for all (EFA). Hence as a policy, it proposed to promote their role at all levels in the social sectors with a view to not only achieving participatory development but also unburdening the unduly loaded government departments with the implementation of development programmes. It gave liberal grants to these agencies to support such activities.

Besides running non-formal education centers, some of these NGOs implemented innovative programmes for promoting elementary education. The state noticed their involvement in enlarging the network of agencies in the education field, which would bring greater flexibility and innovation into the government programmes.

The last two decades have seen several successful collaborative efforts between government agencies and NGOs on a large-scale, the prime movers amongst them being Pratham, Azim Premji Foundation, Prayas, Digantar, Maya, MV foundation, Action Aid India, Akshaya Patra Foundation, etc. Many of these organizations focus on socially and economically backward areas, marginalized sections of society and on education of girls. A number of them are providing health, nutrition and education to working children and those urban slums.

Many of these NGOs have worked in specific area in the field of pre-school and primary education, girls' education, in improving access, enrolment, retention, preparation of education materials, organization of bridge courses, supplementing governmental efforts in providing midday meal, testing of education attainments of children etc. The present study is an effort to study the NGO participation in elementary education in terms of its expansion, contribution, impact and sustainability.

2. REVIEW OF RELATED LITRATURE

Report of the Committee on Child Labour, Ministry of Labour, Government of India, (1979) noted the efforts made by the M.V. Foundation, an NGO in Andhra Pradesh. The M.V. Foundation provides replicable model to be followed by government and other nongovernmental agencies. It demonstrates that social mobilization can achieve the desired results. Parents do not want to exploit their children. Even poorest want their children to be educated, to better themselves and escape from the poverty stranglehold that they are trapped in.

Carmen (1987) analyzed various studies on rural development focusing on rural underdevelopment from the perspectives of the Third World, and Africa in particular. The results of this study were summarized towards the dual aspects of people-centered development explained in terms of human resource development and integrated rural development as a participatory learning process in terms of empowerment. The conclusion of the study was that the primacy of education at all phases of development would empower people towards sustainable development.

Ayodhya and Papa (1993) analyzed the intervention of a NGO in two villages in Andhra Pradesh in promoting people-centred development through adult education programme. Qualitative research strategy was applied in this study. It was found that the degree of remoteness and interiority led to lesser availability of alternative means of sustenance and accessibility to government resources and it apparently had an influence on the degree of success. Above all, the vital role of the NGO was considered to be an important factor in the success of adult education programme.

Burra (1997) found that for the right climate to achieve the goals, M.V. Foundation began by building up close contacts and relationship with the immediate community: Parents and schools teachers, employers and administrative officials, women's groups and local youths. Involving them in each process and drawing on their interest and goodwill, a major breakthrough was made. From one unit ─ Shankarpally Mandal ─ M.V. Foundation has now extended its activities to 10 district administrative units covering over 400 villages. Today, 80 per cent of all children in the age group of 5-14 in school and among them 30,000 working children, including 3000 bonded children and 5000 adolescent girls are receiving education.

Chatterji (1998) reviewed the efforts of the Non-Governmental Organizations for primary education of the poor in the Mega City of Calcutta. The city is divided into five zones and the NGOs are vigorously involved for helping the poor children in providing education. They have (under Rainbow Project and St. Xavier project) hired buildings from reputed schools for running classes for the slum children. This scheme has been able to attract children without much pain, as the parents are satisfied with the physical facilities of school. Another effort that has been taken to increase the enrolment and retention is that Calcutta Municipal Corporation and UNICEF have jointly initiated a programme to revitalize the corporation schools of the city with the help of 15 NGOs. Each NGO has taken up the responsibility of one or more schools and drawing up strategies to increase enrolment, retention and achieving higher learning levels. The study strongly recommends the increasing participation of NGOs in the education of children. It stresses that the active partnership of government and nongovernmental organizations should be encouraged.

Clarke (1998) viewed that the voluntary sector is so large in India in terms of visibility and sheer numbers that it might be useful to first define NGOs and highlight some key arguments about the general role of NGOs before focusing on the particular role they play in education. As our world becomes more interconnected, the role of non-governmental organizations is increasing in important areas such as advocacy and achieving development goals. In India, this is especially true. India has the second highest number of NGOs in the world after Brazil.

Lambay (1998) discusses about Pratham, which is one of the leading NGOs working in Mumbai to make elementary education a fundamental right. It intends to provide pre-school education to every slum-dwelling child. This provides a base for better learning, cutting down possibilities of dropouts and ensures that every 6-year-old enrolls in a school. One of its strategies is to work with Municipal Corporation to make learning joyful in order to prevent dropouts. Pratham works with schools for mapping of the educational institutions and monitoring of the child so that school should be accessible to all children and no child should dropout.

Seetharamu (1998) reviews the current status of primary education in Bangalore city, taking into account various variables that are considered important to achieve the goal of UEE. The study presents a brief profile of the city. Around 20 percent of the population of Bangalore resides in slum, which is about 410 in number. Three

types of slums exist in Bangalore city- the core are all city centers slums in Southeast are Tamil dominated. There are Muslim dominated slums in this region. The slums on intermediary and peripheral areas especially in Western and North -Western region are Kannad dominated slums. The study points out that the problem of primary education in Bangalore City is a problem of slums and marginal population. Around 16 percent of the total population of 6- 10 years of age group are still out of the schools. Enrolment of out of school children is a top priority. Enrolment drives should focus their attention towards the slum areas. NGOs involvement for organisation and conduct of Non- Formal Education centers for non-enrolled and dropout children should be planned, supported and encouraged.

Singh (1998) discussed the role of Non Government Organization for primary education in the city of Chennai. Few NGOs are running non-formal education centers for the child laborers and for the dropouts with syllabus designed by Govt. /State resource Center. Followed by the initiatives of NGOs Tamil Nadu Slum Clearance Board launched the Transit School Programme in 1997. Under this progranmme the child laborers who are withdrawn from work force are admitted in one-year full time schools specially designed for these children. These schools are spread all over the city. NGOs identify children in the age group of 7-13 years and motivate their parents to send their children to school. Repeated home visits by the transit school teachers have a positive impact on the parents and they agree to send their children to school. Transit School has devised a well planned strategy. Children who have dropped out within last one year are given special coaching in Transit School Camps for fifteen days and are then enrolled to school immediately. Non-enrolled and children with longer dropout period are admitted to these schools which is one year full time school. Chennai Corporation Council has approved the transit schools as feeder schools to corporation schools. This programme helped children to attend the classrooms and heavy dropout rate was prevented.

Solomon and Vinita (1998) analyzed primary education, not only in terms of schooling being a learning institution but the role of human development in ensuring quality education in an urban environment like Bangalore city. Researchers are working with MAYA - Movement for Alternatives and Youth Awareness, which addresses children's rights in Bangalore city. Maya works with about 20,000 households in 21 slums of city and 35 slums of rural areas. The study tried to find out as to why only two-third of the children who are enrolled in Government primary school complete primary education

in Bangalore city and less than half of them complete upper primary schooling. Situational analysis of factors affecting the low status of education in the slum areas was done and the following problem areas are found to be responsible for this poor state of affairs. Bangalore city provides multiple opportunities for children to work and children prefer to work rather than going to school. In many cases the children are encouraged by the parents. Some other reasons related to this are - sibling care, gender inequalities, abysmal housing, parents or community's inability to provide basic needs, inappropriate planning of expenditure, inadequate participation of parents in school matters. Children of these areas are generally humiliated by the teachers and are continuously reminded of their low status. This discrimination can so deeply affect the child that he/she is reluctant to go to the school. The study recognizes the active involvement of community, accountability and decentralization as some of the measures required for the education of the slum children.

Jagannathan (1999) finds that it is through innovations at the micro level that NGOs can add value to the education sector: "While macro programs of reform implemented by the Government address a large number of issues regarding educational deprivation, NGOs bring lessons of effective local action". The Indian NGO CEMD (Centre for Education Management and Development) is one such example of effective local action. In addition to concentrating its efforts on pedagogic innovation and improved teacher training, it emphasizes the importance of strong management support for innovations and experiments.

Public Report on Basic Education in India (PROBE) (1999) discusses the reasons of non-enrolment and dropout among school children and some recent developments in the field of elementary education such as school-meal programmes, alternative schooling, the rapid expansion of private schools, and various NGO's initiatives. To improve the enrolment the study recommends that there is a need for a better schooling infrastructure, for more and better trained teachers, for a more relevant curriculum, for compliance of school curriculum with local patterns of agricultural activities and for a more equitable distribution of infrastructural resources.

Jain et al (2000) in their study analyzed the efforts made by the government and NGOs to address to the issue of out-of-School children. The study focuses on the initiatives taken by various NGOs to tackle the problem of the working children of 6-14 years of age group. Some of the notable NGOs are MV Foundation, Andhra Pradesh;

Pratham, Mumbai which are seeking to make the government education network take cognizance of the schooling needs of the poor and be responsive to the communities.

Juneja (2000) studied the role of two major organizations namely the Municipal Corporation and Non Governmental Organizations towards the goal of UEE in Mumbai City. More than 596 thousand children are enrolled in 1243 Municipal schools of Mumbai, which are offering eight different languages as medium of instruction. The study explains the administrative structure of the agencies responsible for primary education. One of the important developments for the progress of primary education was that Non-Government organizations are actively participating along with Municipality for education of the poor. Two NGOs namely The Door Step and Pratham are actively engaged in reducing stagnation and wastage in education at the primary stage. They are trying to improve the access and retention to education by opening non-formal education centers and study classes (extra-coaching for school going children). They are making school accessible on wheels or a school in bus those parks outside the slum areas where, for lack of land, a school cannot be built. The case studies from different metropolitan cities of India make it clear that the civic and environmental conditions are meager and insufficient in all the slums. Education available to them is of inferior quality, which is one of the significant factors, contributing to high dropouts from these areas.

Rekha (2000) in her study on gender gap in Basic Education and the NGO as the change agents, describes that the cycle of gender discrimination can be broken by education. On the one hand education must provide meaningful skills, which enhance women's labor market capabilities and allow them to claim benefits from the development process. On the other hand education must surely serve as a catalyst of emancipating struggle.

Chowdhury et al. (2001) found an increase in girls' enrollment rate brought about by a number of 'positive discriminatory' actions taken by the state and NGOs in favor of girls and poor children in the rural areas. Among these are: (i) non-formal primary education; (ii) Female Stipend program, where the state provides stipends to girls in secondary school and does not charge any tuition; and (iii) Food for Education program, where the state provides a food ration to children from rural poorer families for attending school .

Gangrade (2001) reported that voluntary sector played an important role in society from time immemorial. The concept and approach in voluntary work has

undergone many changes from time to time. From pure charity, relief and welfare oriented approach this sector has in recent times suitably modeled and equipped itself to meet the development needs of society. There is hardly any field which is not touched upon by NGO sector/voluntary sector. The NGOs have acquired an important position in various fields at the national and international levels.

Govinda (2002) revealed that the role of NGOs in primary education in India cannot be easily generalized because the types of organizations, their aims, approaches, outcomes, and contributions are numerous and diverse. NGOs surveyed for the India Education Report spelt out the following areas of focus in basic education (from most commonly reported to least): mobilizing community, imparting literacy, enhancing quality, training teachers, providing additional facilities, and providing teaching-learning materials).

Kadzamira et al. (2002) investigated the changing roles of nongovernmental organizations (NGOs) in basic education in Africa. This Malawi case study was conducted by the Centre for Educational Research and Training of the University of Malawi. Information for the study was collected through interviews with key stakeholders in crucial institutions such as the Ministry of Education, Science and Technology (MoEST); Ministry of Gender, Youth and Community Service (MoGYCS), the ministry responsible for NGO registration; donor agencies that are currently responsible for youth registration; donor agencies that are currently using NGOs to implement their programs, particularly in basic education and NGOs directly involved in education. The study used nine NGOs and four international, three local, and two networking coalitions. Six lessons learned from NGO experience in the education sector in Malawi were: (1) regulation of NGOs within the sector is weak; (2) MoEST should monitor NGO activities and give direction to ensure coherence and harmony in efforts exerted within the sector; (3) the little interaction that exists between NGOs and MoEST is superficial, with weak mechanisms for collaboration; (4) absence of meaningful interaction between NGOs and MoEST robs the system of opportunities to scale up programs; (5) in the recent past, the roles of NGOs in education in Malawi have evolved from service provision to policy advocacy; and (6) NGOs could do well to involve MoEST from the designing to the implementation stages of innovations to increase the chance of government adopting the innovations nationally.

Banerjee et al. (2003) found that NGO remedial education program in India, where young women from the community are hired to teach children who lag behind in class, to be effective in improving children's test scores.

A study by NGO Pratham (2005) was directed to create Education Report Cards for local communities. The baseline dipsticks were done in the district and block selected by the partnering NGOs depending on their geographical area of work. Rural communities (62) in Eastern and Central Uttar Pradesh were included in a "dipstick" survey. Within each block, six villages were to be covered, 3 randomly chosen and 3 nearby ones. In each village, two hamlets randomly selected by chits were surveyed and all children between the ages of 3 and 14 were covered and 7 to 14 year olds tested. Children were asked simple questions about whether they are in school and what kind of school. At the same time, children were also asked to read simple text, write a dictated easy sentence and do basic arithmetic problems and find out Overall, in the sampled areas about 94% children in the age group 6 to 14 were enrolled in school in July 2005. Of the 6% out of school children, more girls were out of school than boys. 75% of children in the age group 7-10 could not read simple text fluently. 25% of children in the age group 11-14 could not read simple text fluently. 50% of all children in the age group 7 to 10 could not correctly recognize numbers from 20 to 100. Only 38% of 11-14 year olds could do a three-by-one division problem correctly (most of who have been in school for at least 5 years). Among all 66 schools visited, 76% of teachers appointed and 61% of enrolled children were present on the given day. Student-teacher ratio (on enrolment) is 72:1. Textbooks had arrived in merely 37 schools, and mid-day meal scheme was operational in 50% schools. Two of average 3 rooms per school were in use, and number of children to a room came to 108:1. Usable water and toilet facilities were low in comparison to provision.

Sukontamarn (2005) investigated into how the entry of NGOs in primary education has affected educational outcomes of girls and examines the mechanisms which account for the relative performance of NGO versus state schools in improving female educational outcomes. The results show that the entry of NGO schools has significantly increased girls' enrollment as compared to boys. Constructing cohorts from cross-sectional data using year of birth and year of NGO school establishment, the two most prominent characteristics of NGO schools that encourage girls' enrollment are the high

percentage of female teachers and having Parent-Teacher Associations (PTAs). NGO schools show strong effects in improving children's test scores.

Das (2006) observed that EGS centers in all four districts were suffering from common problems which included lack of sitting space for children, inadequate funds, late release of grants, inadequate TLM and study materials, sub-standard quality of mid-day meals (MDM). In most of the EGS centers run by NGOs, Education volunteers (EVs) were not paid their honorarium regularly and training to EVs was inadequate. Monitoring and evaluation of the EGS needed further strengthening.

Mehrotra (2006) studied the role of NGOs and other nonprofit making bodies in running of Kasturba Gandhi Balika Vidyalaya and found that all parents and community members were highly satisfied with functioning of KGBVs despite some shortcomings. NGOs had no role in the functioning of KGBVs. The girls were eager to study, they don't want to leave the school after completing class VIII. All teachers/ parents and community members wanted extension of KGBV up to class X.

Dhakshinamurthy (2007) assessed the contribution of the non- governmental agency, 'The Akshaya Patra Foundation' and concluded that about 1,32,000 children from five hundred schools were the beneficiaries of the programme during the year 2006-07. There had been continuous requests from several more schools, which they would be able to fulfill with greater support from the government and voluntary associations. Major support was obtained from the INFOSYS foundation.

Gender Unit, TSG-SSA (2007) reported on the role and effectiveness of NGOs and other non-profit organizations in running KGBVs. The scheme has received high priority and political attention in most of the states visited. It is well received by the community the fact that the KGBV is "completely free" is a major attraction. In most KGBVs the local community seems to be playing an active positive role. In almost all the KGBVs the real guardians were the cooks, helpers and in some the warden / part-time teachers. Through the scheme access to schooling facilities among the most disadvantaged groups has been made possible. In Rajasthan, 8 KGBVs were located in minority dominated blocks and only 5% of the girls were from this community. On the other hand in the minority dominated block of Virangham (Gujarat) all enrolled in the KGBV were Muslims. The teachers and all those involved in the management of the KGBVs showed high levels of commitment.

Gender Unit, TSG, SSA (2008) found the role and effectiveness of NGOs and other non-profit organizations in running KGBVs. In the 12 states covered 67.7% of the approved KGBVs were operational. The reasons for the short full range from difficult terrain, high cost of building (J & K) to delay in selection of NGOs. Majority of girls studying in KGBVs were ST (44%), SC (21%), OBC (19%), Muslims (8%) and from poor families (9%). In Meghalaya, management of KGBV was given to a missionary institution where only catholic girls were being enrolled, which is a violation of the guidelines. In Punjab and West Bengal, these Vidyalayas were being used as hostel facility for girls enrolled in regular schools. A large proportion of girls studying in the KGBVs were already enrolled in school or had just completed class V. There was no significant difference between the quality of education imparted in regular government schools and KGBVs. The assessment process is also similar to formal schools. language is a serious issue in tribal areas where students face learning difficulties as the books are in state language.

Blum and Nicole (2009) viewed that in addition to the proliferation of private, fee-paying schools in India; non-governmental organizations (NGOs) play an important role in providing educational services, especially in un-served and under-served communities. They explores the contributions of one NGO programme which has sought to increase access for socially and economically marginalized children by establishing and providing support for small, rural, multi grade schools. The paper argues that NGO programmes like these have had positive impacts in terms of both access and quality because, firstly, the programmes are small-scale and locally rooted, and secondly, their organization allows for greater flexibility and room for innovation in areas such as curriculum design, teacher education, and school networking than is commonly possible within government schools.

Javed (2010) investigated the general working structure of non-governmental organizations (NGOs) and to examine the services and facilities provided by NGOs for basic education in Punjab, Pakistan. The population comprised 112 NGOs working for the promotion of basic education in Punjab, 3980 teachers working in basic education schools run by NGOs, and all parents of the children studying in NGO schools. Different educational experts from different districts also constituted the population. We selected 25 NGOs working for the development of basic education in Punjab through cluster random sampling covering all areas of Punjab. 25 heads of the NGOs and 200 teachers

working in basic education schools were taken as the sample of study through the simple random sampling technique. 50 parents of the children enrolled in NGO schools and 25 educational experts from different districts of Punjab were also selected as the sample of the study. Four questionnaires were developed, one each for head of NGO, teachers, parents of students and educational experts in the light of the objectives of the study for the collection of data. The data collected through questionnaires were statistical analyzed by chi-square technique, significant at p less than 0.05 level and It is concluded that:

1) Majority of the heads of NGOs, teachers, educational experts and parents of the children opined that building and furniture for teachers and students in NGOs schools were insufficient to meet the need.
2) Majority of the heads of NGOs, teachers, educational experts and parents of the children opined that electricity facilities, availability of drinking water and playground facility were inadequate in mostly NGOsschool.
3) Majority of the heads of NGOs, teachers, educational experts and parents of the children opined that they arranged free education and provided books free of cost to the children; however, the facilities regarding teaching learning were inadequate.

Harini et al (2010) found that the role of non-governmental organizations (NGOs) is being recognized globally for their influential role in realizing the UN Millennium Development Goal of education for all in developing countries. NGOs mostly employ untrained Para-educators for grassroots activities. The professional development of these teachers is critical for NGO effectiveness, yet Para-teacher learning in such contexts is rarely researched. To facilitate much-needed research on Para-teacher professional development, this article offers a contextually relevant on- the-job learning model for Para-teachers. The model suggests that Para-educators can effectively learn when their work and learning are integrated by systematizing a simple daily cyclical routine of lesson planning, enactment and reflection for everyday instruction. It also suggests other supports to stimulate learning alongside the cyclical routine.

Stuart (2011) reported that slums account for around a third of the population of Dhaka, Bangladesh, and are thought to be growing rapidly. But there is little in the research literature about education of children who live in slums and it is doubtful whether they are covered in official statistics such as those on enrolment rates. Most families had incomes of less than US$1 per day per person, and faced problems including

flooding, poor housing, and risk of eviction. A wide range of school types provided education to children from the study areas, but this varied a lot between different slums. The paper focuses on how parents and children made decisions about schooling, in a context where the options on offer are less than ideal. Overall around 70% of children were enrolled in primary school. Most were in government or NGO schools, with minorities in madrasas and private schools. Almost half of the school-going children were supplementing their classes with private tuition. Regression analysis shows that children from wealthier households and with more highly educated parents, were more likely to be in school, more likely to be in a private school rather than other types, and less likely to be in an NGO school. However, location and the range of schools on offer were also important.

Although the NGOs have started functioning in several parts of the country, it seems that they are able to reach a very small percentage of the population. Therefore, the government has to take prime responsibility and seek support of the voluntary sectors to reach to the disadvantaged section of the society.

3. STATEMENT OF THE PROBLEM

The study will look into the status, functioning, financing, impact and such other parameters of NGOs working in the field of elementary education. The study is titled as *"NGO Participation in Elementary Education: An Analytical Study*". The key terms used in the study are operationally defined as below:

NGOs: Non-governmental organizations refer to specific type of organizations working in the field of development - which work with people to help them improve their educational, social and economic conditions for a better future. These organizations can be international, national or local organizations.

Voluntary actions: This refers to the self-initiated actions by individuals or organizations for any social cause. In this study the actions of non-governmental organizations specifically with respect to their involvement in the development of elementary education will be taken into account.

.**Elementary education:** It includes primary (class I-V) and upper primary (VI-VII) of school education. The provision of education till class 8^{th} is elementary education. It includes the children of 6 to 14 years of age.

4. OBJECTIVES OF THE STUDY

The study is directed to achieve the following objectives:

1. To document the role and contribution of NGOs in elementary education.
2. To identify perceptions of officials, parents and students on NGOs' participation in elementary education.
3. To find out institutional effectivness of NGOs working in the field of elementary education through SWOT analysis.
4. To find the impact of NGO actions in elementary education in the context of their role as change agents.

5. SCOPE OF THE STUDY

India has not been able to fulfill its constitutional pledge for providing free and compulsory education for all children up 6 to the age of 14, despite the fact that it was proposed six decades back. It is felt that the government alone could not achieve the goals of EFA, and it is imperative to seek cooperation of voluntary organizations, the community and NGOs; especially in the areas of access, retention and achievement. This study will help the government and policy makers in recognizing the role of NGOs in achieving UEE. In order to access the functioning of NGOs in depth, the study will apply SWOT analysis technique. The perception of the stakeholders such as parents, students and officials will also be covered in the study. The NGOs which have developed a kind of credibility over a period of time will be involved in the study.

5. DESIGN OF THE STUDY

The study will dig into the nature, functions, partnership, financing and such other aspects of NGOs working in the field of elementary education. The NGOs address to alleviate different aspects of educational backwardness of service regions – low enrolment, gender inequity, drop outs and stagnation, untrained teachers, poor quality of education and so on. They operate in varied geographic settings catering to particular or a cross section of people.

5.1. Sampling

As only those NGOs working in the field of elementary education will be considered, purposive sampling will be used to select the NGOs. The NGOs operating in north Indian states of Punjab, Haryana, Uttar Pradesh and Rajasthan will be considered in the study.

5.2 Tools

I. Questionnaire: The researcher will use a comprehensive questionnaire covering NGO involvement on different interventions in elementary education as listed below:

- Enhancing access
- Balancing equity
- Reducing regional disparity
- Alternate schooling
- Adult and Non-formal Education
- Teacher training
- Research
- Fund raising
- Computer literacy/ICT in education
- Quality enhancement

II. Semi-structured interview

III. SWOT Analysis Technique

The researcher will also visits to NGO offices and schools, and gather qualitative data through interactions with senior functionaries of the NGOs and the school personnel/community members as beneficiaries.

5.3 .Statistical techniques

The statistical techniques as Mean, and Standard Deviation, Correlation and t'-test will be used for data analysis and interpretation of results.

6. DELIMITATIONS OF THE STUDY

The study will be delimited to the NGOs working in the field of elementary education in north Indian states.

REFERENCES

Ayodhya, P. and K. Papa,(1993). People-Centred Development through Educational Intervention, *Journal of Rural Development*, Vol. (12) 6, 1993, 617- 632.

BRAC, (2000). BRAC Annual Report 1999.

Banerjee, A.S. Cole, E. Duflo, and L. Linden, 2003, Remedying education: Evidence from two randomized experiments in India, Mimeo, MIT.

Blum and Nicole (2009). Small NGO schools in India: implications for access and innovation, Compare: A Journal of Comparative and International Education, Volume 39(2),235-248. Special Issue: *Non-state provision of Education: Evidence from Africa and Asia*. Publisher: Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia.

Carmen, R.E, (1987). People-Centred Integrated Rural Development: *The Primacy of Education*, Occasional (20), University of Manchester.

Cameron, Stuart. (2011). Whether and where to Enrol? Choosing a Primary School in the Slums of Urban Dhaka, Bangladesh International Journal of Educational Development, Vol (31), 357-366.

Chakarabany., Vandana. (2000). *Education of the Urban Disadvantaged*, MHRD & NIEPA, New Delhi.

Chatterji., and Shubhra. (1998). Efforts of the Non Government Organization for Primary Education of' the poor in the Mega City of Calcutta. Paper presented at NIEPA at the workshop on "Indian *Mega Cities and Primary Education of the Poor"*.

Choudhury, A. N., Pranab,J. & Bharali, G. (2008). Impact of IED intervention in the areas with full resource support and partial resource support provided from SSA- a comparative analysis.

Dakar Framework for Action: Education for All (2000). (http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml), last accessed 18-08- 2011

Das, B.B. (2006). Comparative assessment on the functioning of EGS centers managed by government & NGOs in Orissa Xavier Institute of Management, Bhubaneswar.

Dhakshinamurthy, K. (2007). Contribution of the Non- governmental agency, The Akshaya Patra Foundation under the Akshara Dhasoha (Bisiuuta) Project of the Governement of Karnataka, in North Karnataka Post Graduate Department of Education Karnataka University, Dharwad.

Gangrade K. D. 2001. *Working with Community at the Grassroots Level.* New Delhi: Radha Publications.

Gender Unit, TSG-SSA (2007) National Evaluation of Kasturba Gandhi Balika Vidyalaya scheme Gender Unit, Technical Support Group-SSA, EdCIL, New Delhi

Gender Unit, TSG, SSA (2008) National Evaluation of Kasturba Gandhi Balika Vidyalaya scheme Gender Unit, Technical Support Group-SSA, EdCIL, New Delhi.

Gender Unit, TSG-SSA (2008) Evaluation of National Programme for Education of girls at elementary level (NPEGEL) Gender Unit, Technical Support Group-SSA, Ed.CIL, New Delhi.

Govinda, R. (2002). *India Education Report: a Profile of Basic Education*. New York,Oxford University Press.

Kadzamira.et.al.(2002). The Changing Roles of Non-Governmental Organisations in Education in Malawi. *Academy for Educational Development*, Washington, DC. *American Institutes for Research*, Washington, DC.

Jagannathan, S. (1999). The role of non-governmental organizations in primary education – a study of six NGOs in India. *World Bank Policy Research Working* (2530) Retrieved 27-03- 2008, http://ssrn.com/abstract=632600.

Jain, Sharda., Mathur, Alok., Rajgopal, Shobhita., and Shah Juhi. (2000). *Children: Work and Education, rethinking on Out-of-School Children*, NIEPA & MHRD.

Javed Iqbal. (2010). Role of non-governmental organizations for the development of basic education in Punjab, *Pakistan Educational Research* and Review Vol. 5 (8), 423-426, August 2010. Academic Journals Available online at http://www.academicjournals.org/ERR2

Juneja, Nalini. (2000). Primary Education for All in the City of Mumbai. India: *The Challenge Set by Local Actors*, NIEPA, New Delhi.

Lamhay Farida., and Madhav Chwan. (1998). Issues and challenges in primary Education *of* the poor in the mega city of Mumbai, paper presented at *Seminar on India Mega Cities and* Primary *Education of the Poor,* Sept. 2-4, 1998, NIEPA, New Delhi.

Mehrotra, A.(2006) Assessment of functioning and effectiveness of Kasturba Gandhi Balika Vidyalayas Global Ideas, Lucknow, Uttar Pradesh.

Neera and Burra, (1997). *Child Labour Impact Assessment Manual*, The Royal Norwegian Embassy, New Delhi.

Pratham (2005) Status of SSA goal achievement Pratham Resource Centre, New Delhi.

Rao, D.V. (2007) Evaluation of the performance of Alternative schools in selected tribal areas in Andhra Pradesh *Socio-Economic Action Research Centre* (SEARCH),Hyderabad.

Raval, Harini; McKenney, Susan; Pieters, Jules (2010). A Conceptual Model for Supporting Para-Teacher Learning in an Indian Non-Governmental organization (NGO). Studies in Continuing Education, Vol (32), 217-234, 2010 Publisher: Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia.

Report of the Committee on Child Labour, Ministry of labour, Government of India, December 1979,(8)

Seetharamu, AS. (1998). Indian Mega Cities and Primary Education of the Poor: The Case of Bangalore City, Paper presented at NIEPA at the *Workshop on* "*Indian Mega Cities and Primary education of the Poor"*.

Singh and Swaran. (1998). Transit School: A New Initiative in Primary Education for Child Laborers in Chennai City, Paper presented at workshop on *Indian Mega Cities and Primary Education of' the Poor,* NIEPA.

Sukontamarn, Pataporn. (2005). The Entry of NGO Schools and Girls' Educational Outcomes in Bangladesh (STICERD), LSE.

Sreeja. K., Solornon.J. P., and Vinita, S. (1998). Effort of the Non Government Organizations for Primary Education of the poor in the Mega City of Bangalore, Paper presented at workshop on " Indian Mega Cities and Primary Education of the Poor", NIEPA, New Delhi.

The PROBE Team. *(1999). Public Report on Basic Education in India,* Oxford University Press. New Delhi.

Wazir Rekha (2000). The Gender Gap in India: Myths and Realities, Kanishka Publishers, Dehli.

Web sites/pages

http://www.woopidoo.com/glossary/social-responsibility/index.htm

http://www.investorwords.com/4616/social_responsibility.html